

Office for School Performance: Supporting the work in schools

Hillsboro School District

Each month we receive copies of a dozen or so DHS reports by staff. It can be heart-wrenching but it is also evidence of your care of our kids. Through strong relationships, attentive adults, and really taking notice of our kids, your reporting helps keep them safe. Thank you for your watchful eyes.



Did you know? The greatest predictor of a student's success is their self-reported expectation of their performance. Their "mind set" is powerful!

This has certainly been an unusually challenging year. With moving away from AYP through the waiver, we have been asked to do many new things including a new evaluation system, setting goals and monitoring data for our new evaluation, a new kinder assessment and a new standards reporting tool. That doesn't even include negotiating the many changes to the standards we teach. It's exhausting just listing it! Despite those challenges, you are doing amazing work and your efforts are recognized. As elementary folk, we want things to be right and we want our kids to have the best. Absolutely! Unfortunately, in the midst of change, we often need to be more gracious with ourselves knowing over time we will keep improving in practices. But, kids are still getting our best! Throughout our schools you will see students having more access to grade level standards, more feedback about their progress, more scaffolds for their learning, more "just in time" adjustments to the instruction they receive, more read-to-write and nonfiction reading, and more time in class due to better behavioral choices. All the challenges of the year are real. So are all the successes. You are amazing for kids! Thank you!

Standards Progress Report Update

With the legislature's passing of HB 2220, and their updated FAQ, we are required to report out on students' progress toward standards this year. Mid year HB 4150, which was written to revise 2220, has also been passed by the legislature. At this time we are waiting on clarification from the state about how this new bill will impact requirements under 2220. What we do know is that we are still required to report out on student's progress this year relative to standards. It is our prediction that the number of standards to be reported on per content area may be reduced. However, at this time this has not been made clear. The good news is our technology department has been able to work with Synergy to replace the quarter 4 progress report with one that will meet the expectations of the house bills resulting in only one report. A sample of what was built as an exemplar for the Synergy team can be accessed on MyHSD in teacher quick start. This sample eliminates the "I can" statements resembling more of what the report will look like on Synergy. As we are all in a holding pattern, I recommend teachers continue to monitor students' progress toward our current state standards.

Opportunities bloom in June!

As we tie up our year we will be gathering our funds to respond to requests of staff this year. Among those requests are math needs: aligning our Number Corner and altering the resources available at printshop to the math planners, and working on CFAs for math units. For literacy we hope to modify and enhance the CFAs for non-fiction and literacy text and support some resource procurement by grade level. If you have been involved in the work thus far, we will invite you to participate. However, if you haven't been involved, but would like to, we would love to have you join. Please let your principal or Arcema Tovar know of your interest. It's great learning but also great work supporting all the students and staff in Hillsboro.

Using data well! When we think of the cycle of teaching and learning, using data fits right under the question, "What do we want kids to know?" Data then fires the engine of the boat to get them to the goal as we speed up, slow down and reteach based on data in a very responsive way. This year many of you have been playing with multiple new tools many of which measure CCSS which are also new. Having time to play— for it to be messy and clunky— is OK. There are staff that really feel great with using data to drive instruction. We will keep learning from each other!

Student Support Services

Our team has been very busy this year offering a lot of support in schools and a lot of training. For classified staff there have been training in de-escalation, working with Autistic students and Behavioral Support Plans to name a few. These have been very well attended which has been great. As we begin to add money to our district pot— the first time in six years— plans are being made to offer additional support and training for our classified staff in the upcoming year. Investing in staff who invest in our kids is the best use of our funds indeed!

Our certified staff have been very busy over the last year learning about and designing standards based Individual Education Plans (IEPs). In order to improve the percentage of our students graduating who require specially designed instruction, we have to improve their educational experience. Allowing for access to standards is key— either physically by more inclusive classroom practices or intellectually through teaching to goals related to grade level standards. We are seeing many schools create new structures and approaches to serving our kids resulting in better academic outcomes. No two schools look the same but all schools can work collaboratively to address the unique needs of the kids they serve. Together we can ensure all kids leave elementary "college and career ready."

Closing the Achievement Gap: Our Work Related to the Bilingual Program Model

On April 1st, Wayne Thomas and Virginia Collier came to HSD to share their ongoing research related to bilingual education. As they shared, their studies now represent over eight million children and their findings continue to say that students who learn in two languages will not only be fine in their educational endeavors but are predicted to out perform their monolingual peers. If you missed their presentation and would like to learn more, please access the video at http://youtu.be/-zuS8_HtU0I

We also continue to work to support staff through professional development including: Constructing Meaning, Spanish Common Core Standards, GLAD make and take sessions, lab classrooms, coaching, various classroom observations and PLC support for language scaffolding. As budgets are finalized and approved for next year we will begin planning for additional supports and professional development you have requested. On our dream list we hope to offer training in CM, English Language Development, Focused and Integrated ELD, GLAD, language transfer, authentic Spanish literacy and strategies for bridging the two languages. More information about potential August trainings will be coming soon. Let your principal know if there are trainings you are interested in attending.

News from the state

Most of you do not spend time perusing the ODE site but there are some great resources and great news to be discovered. Among them:

In April Oregon officially adopted the Next Generation Science Standards. If you like science, there are classes via PSU and the STEM consortium being offered this Summer. See flyer:

<http://pdxstem.org/wp-content/uploads/2014/03/Flyer-Elementary.pdf>

In May a few of us are attending a day long session to begin thinking and planning for all day kindergarten starting in 2015-2016. The data from the state's assessment in the Fall has certainly emphasized how imperative it is for our littlest friends to have full time school. Additionally they learned that the self regulatory skills are a great predictor of student success.

Oregon is one of eleven states that are working on a new English Language Proficiency Assessment. They continue to invite teachers to join in on the writing of assessments, analysis of the standards and currently they are seeking folks who want to be part of the ELPA content panel. HSD teachers are wise when it comes to serving our emerging bilinguals. Consider getting involved.

Learn more at: www.ode.state.or.us



Did you know?

Under the best circumstances, it takes an emerging bilingual five to seven years to become proficient in English.